

8

Education Overview

Section & Aims	What the students are doing
Reading SB page 68 Reading for detail	Reading about a trainee geisha and identifying true and false statements. Talking about their families' hopes for their future.
Vocabulary SB page 69 Education and training	Completing sentences with words from the Reading section. Discussing whether statements are true for their country.
Pronunciation SB page 69 Stress in school subjects	Saying names of school subjects with correct stress. Discussing their attitudes to school subjects.
Speaking: anecdote SB page 69 Fluency practice	Talking about favourite school subjects.
Reading SB page 70 Reading for gist and for detail	Matching quotes with the person who said them. Answering questions about the text. Talking about how life has changed over the generations.
Grammar SB page 71 <i>could</i> for permission and <i>had to</i> for obligation	Completing a table with <i>can</i> and <i>have to</i> . Completing questions and answers. Discussing permission and obligation in their own families.
Listening SB page 71 Listening for gist	Identifying topics discussed in a conversation. Writing sentences about then and now. Talking about permission and obligation in their own countries.
Reading & Listening SB page 72 Reading for detail Listening for main ideas	Deciding on important advice for a friend. Labelling the paragraphs with advice. Listening and identifying the advice the person follows.
Vocabulary SB page 72 Words from a text	Completing sentences with words from a text. Discussing sentences with a partner.
Grammar SB page 73 <i>should</i> and <i>must</i> for advice	Matching phrases with meanings. Completing sentences with <i>must</i> and <i>should</i> .
Reading & Speaking SB page 73 Reading for detail Fluency practice	Completing advice on being the perfect girlfriend or boyfriend. Discussing the advice with a partner.
Useful phrases SB page 74 Useful conversational phrases for giving opinions	Identify topics from a conversation. Completing sentences from the conversation. Listening to and practising useful phrases. Putting phrases for agreeing and disagreeing in order. Rewriting statements to show their own opinions.
Vocabulary Extra SB page 75 Revision of words from the unit: education stages; words used with education	Matching photos with stages of education. Comparing the stages with those in their countries. Describing their own education. Completing questions about education and discussing them.
Writing WB page 51	Writing a personal letter.

8

Education *Teacher's notes*

Warm-up

Write the word *school* on the board and ask the students to think back to their first day at school. What can they remember about it? Start them off by telling them about your first day at school (or a memorable incident in your early school years).

Reading (SB page 68)

1

Focus the students' attention on the photo. Look at the title of the article and explain that the photo shows a geisha (a professional Japanese entertainer). Read the sentences aloud to the class and, as you read each one, ask the students to discuss in pairs whether they think it's true or false.

2

Ask the students to read the article and see whether they were right about the statements in Exercise 1. Explain any difficult vocabulary and ask the students to say if they were surprised by any of the information in the text.

- a) False b) True c) True d) True
e) False f) False g) True

3

Ask the students whether Makiko's parents were happy about her becoming a geisha. (Not really – they would have preferred her to go to university and become a doctor.) Then ask them to think about what their parents and/or grandparents wanted them to study at school. Go through the example with the class and then ask the students to work in pairs to discuss their answer to the question. (If your students are still at school, they can discuss what their parents' hopes for their future are and whether they'll follow their advice or not.)

Cultural note

Geisha /geɪʃə/

Geishas are female Japanese entertainers. They're skilled in all traditional Japanese arts. They wear expensive, silk kimonos and paint their faces a vivid white. Eighty years ago there were more than 80,000 geishas in Japan. Now there are fewer than a thousand. Geishas these days are likely to be hired for special events.

Vocabulary (SB page 69)

1

- Tell the students that the words they need to complete the sentences are all in the article on page 68. They should use the line references to locate them

- a) training b) become c) study d) cost
e) move f) take g) pass h) role

2

Groupwork. If you have a multinational class, put students from the same country in the same group. Ask the students to discuss whether the statement in Exercise 1 are true for their country or not, and then report back to the class on their decisions.

Pronunciation (SB page 69)

1  2.27

- Focus the students' attention on the table and remind the students that the large boxes show stressed syllables and the small boxes show unstressed syllables.
- Play the recording and ask the students to listen and repeat the school subjects.
- When they've done this chorally, ask individual students to repeat the subjects. Check that everyone understands them. Find out which subjects the students study or studied at school.

Language note

Vocabulary: Maths

Maths is British English and is short for *Mathematics*. In American English the school subject *Mathematics* is shortened to *Math*.

2

- Pairwork. Go through the categories with the class and then put the students into pairs to discuss and categorise the school subjects in Exercise 1.
- Ask some pairs to report back to the class about what they decided.

Speaking: anecdote (SB page 69)

For more information about how to set up, monitor and repeat anecdotes, see Practical methodology, page xx in the Introduction.

1 2.28

- Ask the students to look at the photo. Explain that Andy, the man in the photo, is going to talk about his favourite school subject.
- Go through the questions and the answer choices with the class. Explain any unknown vocabulary and ask the students to listen and underline the answers Andy gives.
- Check answers with the class and ask them whether their art classes are/were as enjoyable as Andy's.

- a) Art
- b) I was good at it
- c) Miss Lewis
- d) had long black hair and wore bright colours
- e) interesting and varied
- f) three
- g) still love taking photos

2.28

I wasn't very academic at school, but I loved art. Yes, art was my favourite subject because I was good at it. We had a wonderful teacher – she was called Miss Lewis, and I remember the first day she arrived at school. She didn't look like a teacher. She had long black hair, and she wore bright colours. She was quite young – thirty, thirty-one, something like that, and we all fell in love with her – boys and girls! She wasn't just beautiful – she was a really good teacher, too. Her lessons were interesting and varied. We only had three hours of art each week on Wednesday afternoons. Miss Lewis loved photography and she taught us how to develop our own photographs. I really enjoyed that, and for a while I wanted to be a professional photographer. In the end, I realised that it was difficult to make a living as a photographer so I went to university and studied engineering. But I still love taking photos and recently I won a competition – Miss Lewis would be proud of me!

2

- Give the students a minute or two to decide what they're going to talk about. Then ask them to look at the questions in Exercise 1 again and decide how they'd answer them about the school subject they're going to talk about. Allow them to make notes on what they're going to say and how they're going to say it, but discourage them from writing a paragraph that they can simply read out. Go round, monitoring and giving help.

- Pairwork. Put the students in pairs and ask them to take turns to tell their partner about their favourite school subject. Encourage them to ask each other follow-up questions to get further information.
- Ask some pairs to report back to the class about what they found out.

Reading (SB page 70)

1 2.29

- Focus the students' attention on the three men in the photos and explain that they show three generations of the same family: grandfather, son and grandson.
- Read out the three quotes about fathers and ask the students to decide which person said each one. Allow them to discuss this in pairs or small groups if they wish.
- Play the recording and ask the students to read the text as they listen.

a) 3 b) 2 c) 1

2

- Give the students time to read the article in more detail. Then ask them to answer the questions.
- Check answers with the class and explain any difficult vocabulary.

- a) Because there was no other way of getting there.
- b) Because he had to go to church.
- c) Because he had to do his homework every night.
- d) Because the government gave him a grant to study.
- e) Because Louise found out she was pregnant.
- f) To pay for the luxuries he wants.

3

Look at the example with the class, then put the students into pairs to discuss how life has changed in their families over the generations. Encourage them to report back to the class on their discussions.

Grammar (SB page 71)

could and had to

1

- Go through the information in the margin with the class and explain the difference between permission (you're allowed to do something) and obligation (you're required to do something). Point out that the negative forms of *have to* mean lack of obligation rather than prohibition. Ask several students to read out the example sentences.
- Focus attention on the table and ask the students to complete it with the correct forms of *can* and *have to*.

- | | |
|---|----------------|
| 1 | can |
| 2 | could |
| 3 | can't |
| 4 | couldn't |
| 5 | have to |
| 6 | had to |
| 7 | don't have to |
| 8 | didn't have to |

Language notes

Grammar: could

- Could* is a modal verb. In this unit, *could* is used to talk generally about permission in the past (i.e. that you were allowed to do something over a period of time in the past).
- As with all other modal verbs, *could* is followed by the infinitive (without *to*), and doesn't use *do/did* to form questions and negative statements.

Could you smoke at school? (i.e. were you allowed to smoke?)

No, we couldn't. It was against the rules. (i.e. we weren't allowed to smoke).

Grammar: have to

- Have to* is used to talk about obligation/necessity (i.e. that you're required to do something).
- Have/had to* is followed by the infinitive. You use *do/did* to form questions and negative statements.

Did you have to do homework every day? (i.e. was it necessary to do homework every day?)

No, we didn't have to do it every day. Three times a week, usually. (i.e. it wasn't necessary to do it every day).

2 2.30

- Go through the example with the class and then ask the students to work individually to complete the other sentences. Go round, monitoring and giving help.
- Play the recording for students to check their answers and repeat the sentences, before asking them to check with the article on page 70 and choose the correct answers to the questions.

- | |
|---|
| a) 'Did Gordon have to obey his dad without question?'
'Yes, he did.' 'No, he didn't.' |
| b) 'Did Gordon have to go to church on Sundays?'
'Yes, he did.' 'No, he didn't.' |
| c) 'Could Gordon bring his girlfriends home?'
'Yes, he could.' 'No, he couldn't.' |
| d) 'Did Tony have to do his homework every night?'
'Yes, he did.' 'No, he didn't.' |
| e) 'Could Scott come home at any time?'
'Yes, he could.' 'No, he couldn't.' |
| f) 'Does Scott have to hide things from his dad?'
'Yes, he does.' 'No, he doesn't.' |
- a) Yes, he did.
b) Yes, he did.
c) No, he couldn't.
d) Yes, he did.
e) Yes, he could.
f) No, he doesn't.

3

- Go through the example with the class and demonstrate how the questions need to be altered to make them suitable for asking other members of the class.
- Put the students in pairs to take turns asking and answering the questions.

4 Pairwork

- The pairwork exercise for this unit is on pages 118 and 123 of the Student's Book. Put the students in pairs and tell them who will be Student A, and who will be Student B.
- While they're doing the exercise, go round monitoring and giving help. Take note of any errors which may need particular attention later, and also any examples of good language use which you can praise.

5 Grammar Extra, Part 1

Ask the students to turn to *Grammar Extra 8, Part 1* on page 140 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and further exercises to practise it.

1

- a) I didn't have to make my bed every morning.
- b) I couldn't wear whatever I wanted.
- c) I didn't have to keep my bedroom clean and tidy.
- d) I didn't have to help my parents in the house.
- e) I didn't have to travel everywhere by bicycle.
- f) I couldn't invite friends home at the weekend.
- g) I couldn't stay out after 10.00 p.m.
- h) I couldn't play music as loud as I wanted.

2

- a) Did you have to make your bed every morning?
- b) Could you wear whatever you wanted?
- c) Did you have to keep your bedroom clean and tidy?
- d) Did you have to help your parents in the house?
- e) Did you have to travel everywhere by bicycle?
- f) Could you invite friends home at the weekend?
- g) Could you stay out after 10.00 p.m.?
- h) Could you play music as loud as you wanted?

Listening (SB page 71)

1  2.31

- Focus the students' attention on the photos. Play the recording and ask the students to note which of the topics Gordon and Scott talk about.

They talk about: road travel, money, military service, appearance, air travel.

 2.31 (S = Scott; G = Gordon)

S: *Fasten your seatbelt, Grandad.*

G: *But I'm sitting in the back.*

S: *Yes, and you have to fasten your seatbelt in the back now.*

G: *Oh dear. All these rules and regulations. In my day, we didn't have to wear seatbelts at all.*

S: *And it was much more dangerous.*

G: *But we didn't drive so fast. And there weren't so many cars on the road. In my day, we couldn't drive fast because there weren't any motorways.*

S: *I thought you drove a horse and cart in your day.*

G: *Hmm, very funny. Actually, I had a beautiful motorbike – a Triumph – and I didn't have to wear a helmet. Not like nowadays.*

S: *Do you really think life was better in your day, Grandad?*

G: *Well, life was less complicated. For example, we didn't have all these credit cards in my day. We had to use cash to buy things*

S: *But not everything was better, Grandad. You had to do military service – I wouldn't like that.*

G: *I was proud to do military service. In my day, a man had to be a man. Not like these days – men and women look exactly the same to me. In my day, you couldn't have long hair, or wear earrings or carry a handbag like some men do nowadays.*

S: *Ha ha. But some things were more difficult in your day, Grandad – like travelling.*

G: *That's right, we couldn't travel by air like you do today – it was too expensive. But we travelled by train and bus. I remember the first time I went to France ...*

2

- Go through the example with the class and emphasise the different forms of the verbs for 'then' and 'now'.
- Ask the students to work individually to write sentences for the other prompts. Go round, monitoring and giving help.
- Play the recording again for the students to check and amend their answers if necessary. Then check answers with the class.

- a) Now: You have to wear a seatbelt.
Then: You didn't have to wear a seatbelt.
- b) Now: You have to wear a helmet.
Then: You didn't have to wear a helmet.
- c) Now: You don't have to use cash.
Then: You had to use cash.
- d) Now: You don't have to do military service.
Then: You had to do military service.
- e) Now: You can have long hair.
Then: You couldn't have long hair.
- f) Now: You can wear earrings.
Then: You couldn't wear earrings.

3

- Elicit a few changes from the class and put them up on the board before you put the students into pairs to discuss the differences. In multinational classes it may be helpful to have pairs of students from the same country. Encourage them to think of any other differences between then and now and to report back to the class.

Reading & Listening (SB page 72)

1

- Ask the students if they would like to tell the class about a situation in which they met a girlfriend's/boyfriend's parents for the first time.
- Explain the situation and tell them that they have to decide which of the pieces of advice is most important. Ask them to discuss this in pairs and report back to the class.

Language note

Vocabulary: make a good impression

If you *make a good (first) impression on someone*, you make that person notice and admire you (as soon as they meet you).

2

- Explain that the pieces of advice in Exercise 1 have been removed from the reading text. Ask the students to read the text and paragraphs with the pieces of advice from Exercise 1.
- Check answers with the class and ask them for ideas about any other advice to give.

1 e – Do some research
2 c – Wear the right clothes
3 a – Make a good first impression
4 b – Tell the truth
5 d – Avoid controversial topics of conversation
6 f – Be prepared to answer questions

3 2.32

- Tell the students that they're going to hear the young man in the photo meeting his girlfriend's parents for the first time. Ask them to tick the advice he follows and put a cross next to the advice he doesn't follow.
- Allow the students to compare notes in pairs before checking answers. You may need to play the recording more than once. Then ask them as a class to suggest ideas about how the evening continued.

1 e) ✗ 2 c) ✗ 3 a) ✓ 4 b) ✗ 5 d) ✓
6 f) ✓

2.32 (L = Liz; M = Martin; A = Anne; J = John)

L: *This is my mum, and this is my dad.*

M: *Hello, Mrs Farley ... Mr Farley.*

J: *Nice to meet you, Martin. Please call us John and Anne.*

A: *Come in. Take a seat.*

J: *That's a very smart suit. Have you come straight from work?*

M: *Oh, no, I usually wear jeans at work!*

J: *Oh ... what do you do?*

M: *Ah, er, I'm a um sort of, interior design consultant.*

L: *He works in a furniture shop.*

A: *Oh, that's nice. Um, Liz tells us you were in France recently.*

M: *Yes, that's right, I went to Paris last month.*

A: *Lovely. Did you like it?*

M: *Well, it's a beautiful city, but the people were very rude.*

A: *Oh. Did you know John's mother's from Paris?*

M: *Oh dear, no, I didn't. I'm sorry. I didn't mean ... um ...*

J: *Don't worry, my mother's very rude too. Now Martin, would you like a beer?*

M: *Oh, yes, please. Um, is that a photo of Liz when she was younger? What was she like when she was a child?*

J: *Oh, she was a lovely little girl. Would you like to see some more photos?*

L: *Oh, Dad!*

M: *Oh, yes please, er ... John.*

A: *OK, John, you get the photo albums out, and I'll chat to Martin. So Martin, what are you going to do in the future?*

M: *Well, in my free time I'm studying at the college. I'm hoping to do a diploma in interior design and after that ...*

Vocabulary (SB page 72)

1

- Remind the students that the words and phrases in the box come from the article on this page.
- Ask the students to work individually to complete the sentences with the items in the box. Then allow them to compare with a partner.

a) common d) career
b) effort e) share
c) tidy

2

Pairwork. Ask the students to discuss whether the sentences are true for them. Invite them to report back to the class.

Grammar (SB page 73)

should and must

1

- Read out the sentences in the margin with *should* and *must*. Then focus the students' attention on the matching exercise.
- Allow the students to work in pairs to match the sentences and their meanings. Go round, monitoring and giving help. Then check answers with the class and ask them to choose the correct alternative in the sentence.

a) 4 b) 1 c) 2 d) 3
When you're giving advice, *must* is stronger than *should*.

Language notes

Grammar: *should*

- should* is a modal verb. In this unit, *should* is used to give advice.
A: *I don't feel well.*
B: *You should see a doctor.*
- As with all other modal verbs, *should* is followed by the infinitive (without *to*), and doesn't use *do/did* to form negative statements. Note that the negative form is usually contracted (*shouldn't* not *should not*), except in formal writing.
Friend to friend: *You shouldn't smoke. It's bad for you.*

Grammar: *must*

- In this unit, *must* is used to give advice which is stronger and more authoritative than using *should*.
- As with all other modal verbs, *must* is followed by the infinitive (without *to*), and doesn't use *do/did* to form negative statements. Note that the negative form is usually contracted (*mustn't* not *must not*), except in formal writing.
Mother to her child: *You mustn't watch so much TV. It's bad for you.*

2

- Go through the sentences with the class. Point out that the choice of *should* or *must* depends largely on the importance of the situation in which the advice is given or the status of the person giving it. Ask them to decide which situations require *must* and which *should*.
- Ask the students to complete the sentences. Check answers with the class, then put the students into pairs to discuss situations where they've heard similar sentences.

- a) should do
- b) must do
- c) must hold
- d) mustn't forget
- e) must speak (or should speak)
- f) shouldn't watch (or mustn't watch)

3 Grammar Extra 8, Part 2

Ask the students to turn to *Grammar Extra 8, Part 2* on page 140 of the Student's Book. Here they'll find an explanation of the grammar they've been studying and further exercises to practise it.

- 1
 - a) mustn't b) should c) shouldn't
 - d) must e) should f) shouldn't g) must
- 2
 - a) a parent e) an old man
 - b) a doctor f) a best friend
 - c) a teenage boy g) an airport announcer
 - d) a parent

Reading & Speaking (SB page 73)

1

Ask the students for a couple of ideas about what they think the perfect girlfriend or boyfriend would be like. Ask them to read the two texts. Then ask the students to work in pairs and complete the text with the words in the box. Go round, monitoring and giving help.

Cultural notes

Christopher Columbus /kristəfə kə'lʌmbəs/ (1451–1506)

Columbus discovery of America in 1492 led to an awareness of the new continent in Europe, although Columbus was convinced that he had landed, not on a new continent, but in India. The journals of navigator Amerigo Vespucci convinced mapmaker Martin Waldseemüller that it was a new continent. He published a new map of the world and took Vespucci's name, calling the new continent 'America'.

Albert Einstein /ælbət 'aɪnstain/ (1879–1955)

Einstein was a German-born scientist. He's most famous for his *Theory of Relativity*. In 1921, he won the Nobel Prize in Physics. He moved to the USA in 1932 to escape the rising power of the Nazis and became an American citizen in 1940.

Julia Roberts /dʒuːliːjə 'rɒbzɜːts/ (born 1967)

American actress Julia Roberts is one of the most popular actresses in Hollywood. She's appeared in a number of romantic comedies, such as *Pretty Woman* (1990), *My Best Friend's Wedding* (1997) and *Notting Hill* (1999). She won the Best Actress Academy Award as the title role in *Erin Brockovich* (2000).

2 2.33

Play the recording for the students to check their answers to Exercise 1. Then have a class discussion about whether or not they agree with the advice. Elicit ideas about what makes a successful date and put them on the board. (If the subject of dating is too sensitive an issue in your class, choose one of the subjects from the extra activity below instead.)

The perfect girlfriend

- a) clothes b) stomach c) work d) shoes
- e) directions

The perfect boyfriend

- a) time b) pay c) funny d) silent
- e) women

Extra activity

Work with a partner. Choose one of the following topics and write three pieces of advice.

- How to be the perfect neighbour
- How to give a great party
- How to stay fit and healthy

Useful phrases (SB page 74)

1 2.34

- Focus the students' attention on the illustration. Explain that the students are going to hear a conversation between the women in the picture. Go through the list of topics and ask the students to try to predict which ones they'll talk about
- Play the recording for them to listen and tick the topics mentioned.

- a) Looking after children ✓
c) Marriage ✓
d) Leaving home ✓

2.34 (J = Jean; E = Elaine)

- J: *How are your children?*
E: *Oh Jenny's very well. She's a dentist now.*
J: *Oh very good.*
E: *Yes, it's a good job, but I don't think she should work.*
J: *Oh, why?*
E: *Well, her son's only three. I think mothers should stay at home and look after the children.*
J: *Oh yes, I agree. I think children need their mothers at home.*
E: *Absolutely. My daughter thinks fathers should stay at home and look after the children.*
J: *Oh no, I don't agree with that. It's a woman's job.*
E: *Exactly. Now, what about your son? Is he married yet?*
J: *No, but he's living with his girlfriend.*
E: *Oh dear. I don't think couples should live together before they get married.*
J: *Oh, I'm not so sure. I don't think my son's ready to get married.*
E: *No, he's like my Simon. He's thirty-six and he's still living at home.*
J: *Really? I think young people should leave home when they're eighteen.*
E: *Well, it depends. Simon can't afford to leave home.*
J: *Well, when we were young, ...*

2

- Ask the students to work in pairs and discuss how they think each of the sentences should be completed.
- Play the recording again for them to listen and check their answers. Focus the students' attention on the language for expressing opinions and for agreeing and disagreeing with someone else's opinion.

- a) I think
b) I think
c) My daughter thinks
d) I don't think
e) I think

3 2.35

Ask the students to listen and repeat the useful phrases.

4

Put the diagram on the board and ask the students to call out their answers or come to the board and put the phrases in the correct place.

- Agree – *Absolutely.* – *Oh yes, I agree.* – *Well, it depends.*
– *Oh, I'm not sure.* – *Oh no, I don't agree with that.*
– *Disagree*

5

Ask the students to work individually to rewrite the statements according to their own opinions. Then put them in pairs to compare notes and discuss the statements.

Vocabulary Extra (SB page 75)

Stages of education

1

- Focus the students' attention on the photos and look at the list of stages. Read these aloud and ask the students to match them to the photos.
- Check answers with the class, and explain any new vocabulary.

- 7 Age 3–5. ...
6 Age 5. ...
1 Age 11. ...
4 Age 16. ...
5 Age 16–18. ...
2 Age 18. ...
8 Age 18+. ...
3 Age 21+. ...

2

In single-nationality classes, put the students into pairs and ask them to discuss the question and report back to the class. In multinational classrooms, have a class discussion with people from different countries volunteering information.

3

Give the students a few minutes to think about their own education and to decide how they would describe it. Allow them to make notes but discourage them from writing a script. Then ask several students to describe their education to the class.

Cultural notes

UK education system and exams

In the UK, it's currently compulsory for students to attend school between the ages five and sixteen, although in 2007 the government made plans to change this to five to eighteen.

School exams

At sixteen years old students take GCSE (General Certificate of Secondary Education) exams in a range of subjects (including Maths, English and Science) which they've been studying for two years. At eighteen years old students take A-level (Advanced level) exams, usually in three or four specialised subjects).

University exams

Degree courses in England usually take three years, while in Scotland they take four years. There are two types of university: the traditional ones, which are long-established and offer traditional subjects in the Arts and Sciences; and the modern universities, which offer a range of vocational subjects like Business studies, Engineering and Tourism.

At the end of their university studies, students are awarded a degree. A standard degree is called a Bachelor's degree (BA), a Master's degree (MA), involves between one and two years of further study, and a Doctoral degree (Ph.D), involves research and usually takes between two and three years.

Further practice material

Need more writing practice?

- Workbook page 51
- Writing a personal letter.

Need more classroom practice activities?

- Photocopiable resource materials pages 174 to 176
 - Grammar:** *Schooldays*
 - Vocabulary:** *Education wordsearch*
 - Communication:** *What's your advice?*
- Top 10 activities pages xv to xx

Need DVD material?

- DVD – Programme 5: *Schooldays*

Need progress tests?

- Test CD – *Test Unit 8*

Need more on important teaching concepts?

- Key concepts in *New Inside Out* pages xxii to xxxv

Need student self-study practice?

- CD-ROM – Unit 8: *Education*

Need student CEF self-evaluation?

- CEF Checklists pages xxxvii to xlv

Need more information and more ideas?

- www.insideout.net

Focus on words used with education

1

- Allow the students to work in pairs to complete the sentences.
- Check answers and explain any difficult vocabulary.

a) go	e) gap
b) primary	f) study
c) leave	g) taken
d) apply	h) fail

2

Ask the students to answer the questions individually and then compare their answers with a partner. Encourage them to report back to the class any particularly interesting information.